

**MODULE SPECIFICATION FORM**

<b>Module Title:</b>	Developing Practitioner Skills in the Football Environment	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	FAW506	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GASP	<b>JACS3 code:</b>	C610
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<b>Trimester(s) in which to be offered:</b>	1, 2 and 3	<b>With effect from:</b>	September 2016
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<b>School:</b>	School of Social and Life Sciences	<b>Module Leader:</b>	Pam Richards
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons.) Football Coaching and the Performance Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes  No

## Module Aims

The modules aims to:

- Examine the pedagogical issues faced by football coaches when delivering specific game related objectives.
- Develop the students' understanding of how to maximise the practice of coaching football at all levels, through effective employment of coaching mechanisms.
- Enable students to evaluate and reflect on coaching performance in line with current football coaching qualification criteria.

## Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate an understanding for the modes of practice and different coaching tools that can be utilised when delivering football coaching sessions.	KS1	KS2
		KS3	KS4
		KS5	
2	Reflect on the ability to deliver a practical session drawing on sports coaching theory with emphasis towards developing the expert eye.	KS2	KS3
3	Evaluate the process, principles and practice of football coaching to establish how we can affect the players.	KS4	KS5
		KS6	KS7
4	Apply coaching theory to inform and influence problem solving, decision making and learning from previous application.	KS2	KS3

Transferable/key skills and other attributes

Planning, organisation, observation, discussion, self-management, independent thinking, problem solving, IT skills, communication skills, interpersonal skills of interacting with performers and reflective practice.

<b>Derogations</b>
N/A

<b>Assessment:</b>					
<p><b>Coursework:</b> The student will submit a collection of work that illustrates their learning experience throughout this module. Assessment 1 will showcase how the students are able to demonstrate progression and differentiation to support the development of the players they coach, underpinned through theoretical concepts. Whilst assessment 2 allows the student to constructively reflect on their coaching performance, in terms of practical application and theoretical understanding, and seek to provide insight into how these elements have been developed during the module delivery.</p>					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3 & 4	Practical	60%	45 mins	
2	1, 2, 3 & 4	Portfolio	40%		2000 words

<b>Learning and Teaching Strategies:</b>
The module will include a range of teaching forums such as: lectures, practicals, tutorials, seminar presentations, self-directed study, and introduce students to generic software (e.g. Microsoft Excel) utilised within the profession and academia.

<b>Syllabus outline:</b>
<ul style="list-style-type: none"> <li>• Identifying appropriate approaches to coaching football.</li> <li>• The coaching infrastructure.</li> <li>• An understanding of 'how to coach' through a structured framework, i.e. explanation, demonstration, analysis and feedback.</li> <li>• Knowing what to correct.</li> <li>• Structuring practice – tactical aspects, using scenarios, application to coaching qualifications.</li> <li>• Understand the different coaching strategies which can be applied to a practical setting.</li> <li>• Developing an expert eye by being able to observe and analyse performance and recommend corrective coaching points.</li> <li>• Creative players / creative coaches – decision making, problem solving, hands off approach.</li> </ul>

**Bibliography:****Essential reading**

Armour, K.M., Jones, R. and Potrac, P. (2003), *Sports Coaching Cultures: From Theory to Practice*. London: Routledge.

Cassidy, T., Jones, R. and Potrac, P. (2008), *Understanding Sports Coaching. The social, Cultural and Pedagogical Foundations of Coaching Practice*. 2<sup>nd</sup> Ed. London: Routledge.

Jones, R. L. (ed.) (2006), *The Sports Coach as Educator: Re-conceptualising Sports Coaching*. London: Routledge.

**Other indicative reading**

Brackenridge, C.H., Pitchford, A., Nutt, G. and Russell, K. (2007), *Child Welfare in Football*. London: Routledge.

Griffin, L., Mitchell, S. and Oslin, J. (1997), *Teaching Sports Concepts and Skills: A Tactical Game*. Champaign, IL, Human Kinetics.

Lauder, A.G. (2001), *Play Practice: The Games Approach to Teaching and Coaching Sports*. Champaign, IL, Human Kinetics.

Lee, M (1993), *Coaching Children in Sport: Principles and Practice*. 2<sup>nd</sup> ed. London: E & F N.